SOUTH DAKOTA
PRINCIPAL
EFFECTIVENESS
PILOT

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An Introduction to the 2013-14 Principal Effectiveness Pilot Project
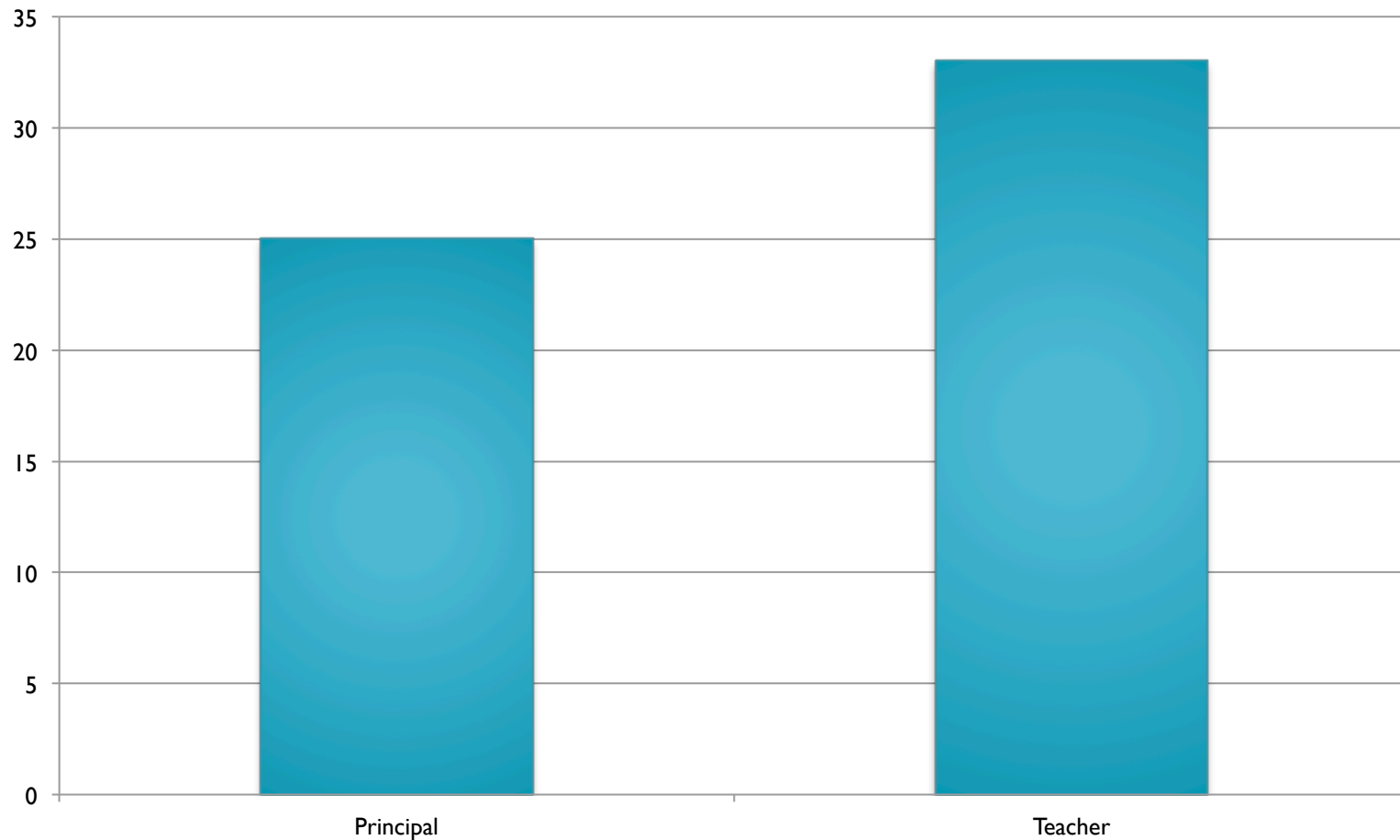
Content Overview

- About – Background, purpose, & overview
- Practice – Evaluating professional practice
- Growth – Evaluating student growth
- Summative – Combining multiple measures
- Pilots – Putting recommendations to the test

Acknowledgements

- South Dakota Department of Education
- SD Commission on Teaching and Learning
  - (SDDOE, SDEA, ASBSD, SASD)
- Principal Evaluation Workgroup (4 times)
- South Dakota Board of Regents (listening tour)
- 2013-2014 Principal Effectiveness Pilot Schools
- University of South Dakota

The Research

Percent of a School's Total Impact on Student Achievement

Timeline

- HB 1234 – Spring of 2012
- SDDOE began application for flexibility from NCLB in 2012.
- As part of waiver, SD agreed to develop an evaluation system that differentiates principal performance and includes student growth data as one significant factor for principal effectiveness.
- Spring of 2013 – SDCTL built upon workgroup and recommended procedures that met waiver and encouraged meaningful evaluation.

Purpose and Goals:

- Foster *continuous improvement* by improving school practices and educators' effectiveness

- Foster principals' *professional growth and accountability* to enhance their skills and knowledge

- Provide a *record of facts and assessments* for personnel decisions

The Aspiration: Improve Instruction and Student Learning

The Bottom Line

- Principal Evaluation Systems must:
  - Beginning in 2014-2015 school year, we must report teacher and principal effectiveness data to the USDOE.
  - Requirements vs. Recommendations (Districts must adhere to the minimum state and federal requirements.) – Appendix A: p. 44
  - Superintendent/Principal (Duel roles) – Evaluated at the highest level.

Requirements

- The principal evaluation process will:
  - serve as a guide for principals as they reflect upon and improve their effectiveness as school leaders;

  - communicate clearly defined expectations;

  - Provide regular, timely and useful feedback that guides professional growth for principals;

  - Be used for continual improvement of leadership;

  - Meaningfully differentiate performance using at least three performance levels;

Requirements:

- The principal evaluations process will:
  - Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous principal performance standards, principal portfolios, and stakeholder surveys;
  - Be used to inform personnel decisions.

Requirements

- The principal evaluation process must be a fair, flexible, and *research-based* mechanism to create a culture in which data drives instructional decisions.

Multiple Measures - Required

- All South Dakota school districts must use multiple measures to evaluate principal effectiveness. The evaluation process must rely on qualitative and quantitative measures and be based on measures of both professional performance and student growth.

The Model

DETERMINING PRINCIPAL EFFECTIVENESS
Using multiple measures of professional practice and student growth

SOUTH DAKOTA FRAMEWORK FOR EFFECTIVE PRINCIPALS

STUDENT GROWTH

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	DOMAIN 5	DOMAIN 6	SLTs
Vision & goals	**Instructional leadership**	**School operations & resources**	**School, student & staff safety**	**School and community relationships**	**Ethical & cultural leadership**	State Accountability Data (AMO, SPI as one measure where available) District Assessments Percentage of teachers meeting SLTs Evaluator–approved measures

School observation and evidence of effective practice

Components from each of the 6 domains

At least 8 components chosen based on school or district priorities

PROFESSIONAL PRACTICES RATING

GROWTH RATING

SUMMATIVE RATING MATRIX
PROFESSIONAL OVERSIGHT: Is the rating fair and accurate based on the evidence and data shared by the principal?

DIFFERENTIATED PERFORMANCE CATEGORIES

Below Expectations	**Meets Expectations**	**Above Expectations**

Principal Effectiveness Standards and Rubrics

- Pilot Schools are required to use these for evaluations.

- Non-pilot schools choosing not to use the state framework and performance rubrics should demonstrate that within their system of evaluation they are examining all of the domains.

Student Growth

- Quantitative measures of student growth must be one of the significant factors in determining principal effectiveness.
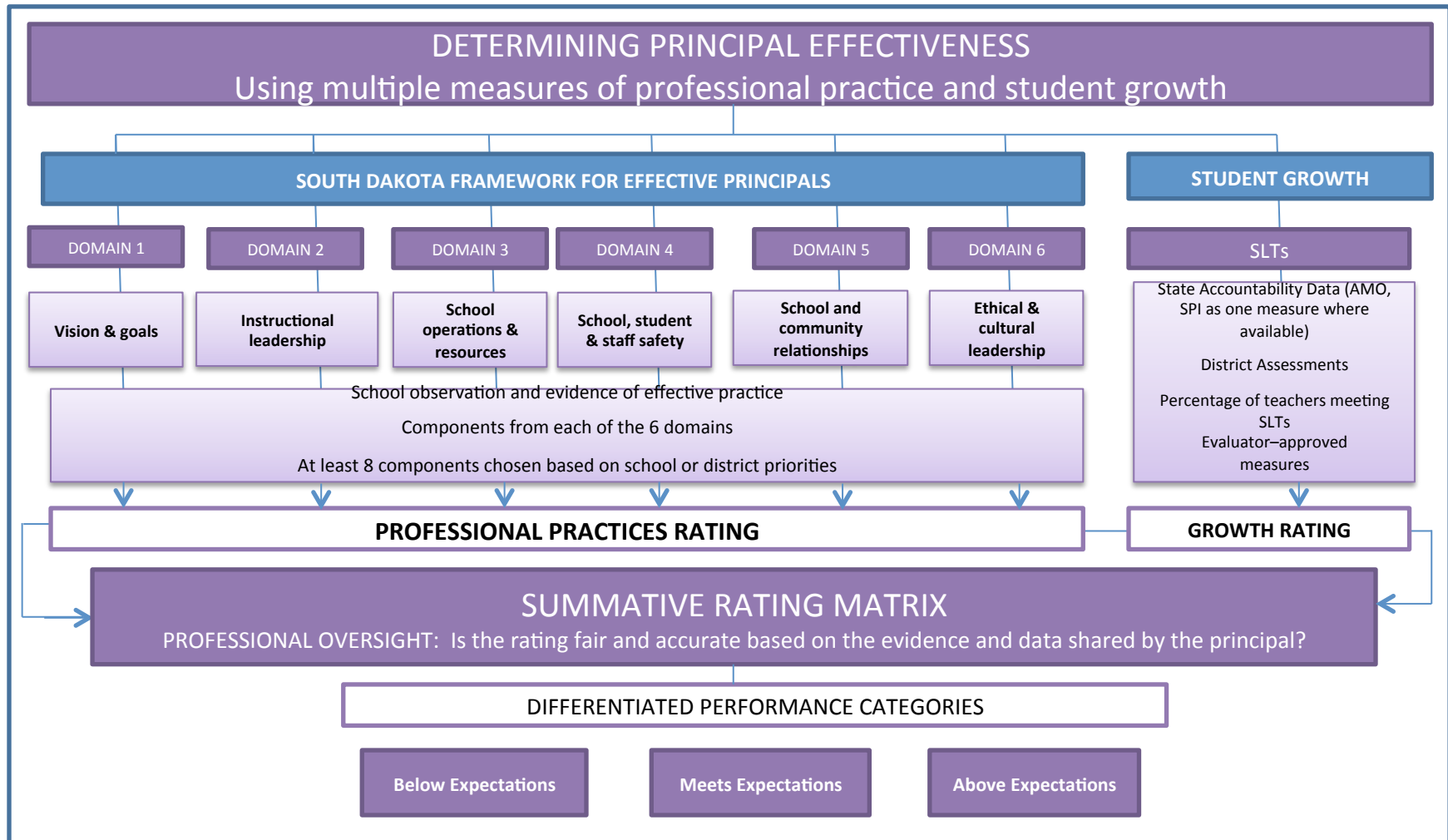
  - Progress towards meeting Annual Measurable Objectives (AMO's), or

  - A school's School Performance Index (SPI), or
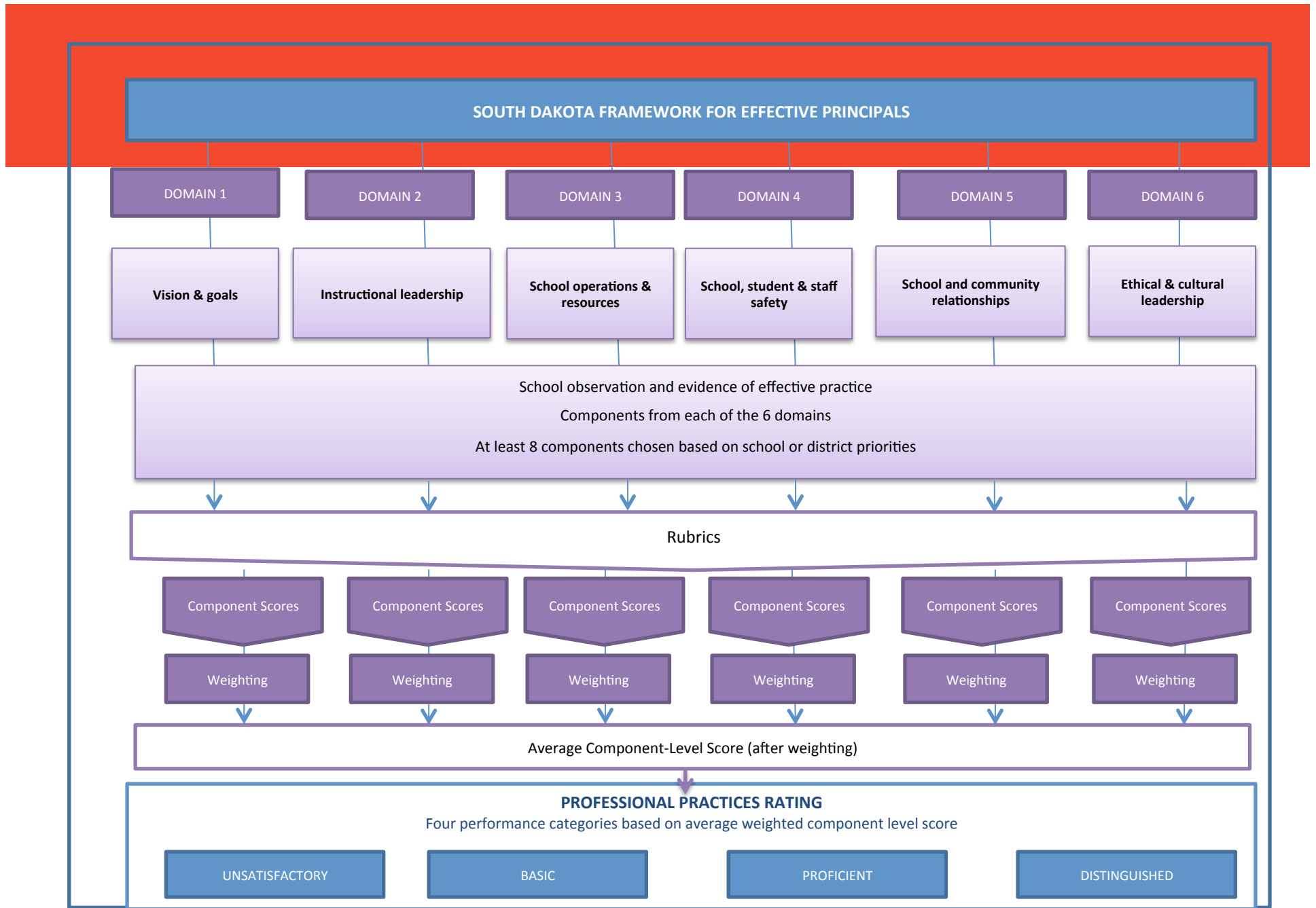
  - District created measures of student growth.

  Also, how well the teachers under the principal's guidance perform in setting and enabling their students to meet the student learning targets (SLTs).

Ratings and Performance Categories

- To comply with the waiver, districts will evaluate both professional practice and student growth, and then combine them for one summative rating: Below Expectations, Meets Expectations or Exceeds Expectations.

The Model

DETERMINING PRINCIPAL EFFECTIVENESS
Using multiple measures of professional practice and student growth

SOUTH DAKOTA FRAMEWORK FOR EFFECTIVE PRINCIPALS

STUDENT GROWTH

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	DOMAIN 5	DOMAIN 6	SLTs
Vision & goals	**Instructional leadership**	**School operations & resources**	**School, student & staff safety**	**School and community relationships**	**Ethical & cultural leadership**	

School observation and evidence of effective practice

Components from each of the 6 domains

At least 8 components chosen based on school or district priorities

State Accountability Data (AMO, SPI as one measure where available)

District Assessments

Percentage of teachers meeting SLTs
Evaluator–approved measures

PROFESSIONAL PRACTICES RATING

GROWTH RATING

SUMMATIVE RATING MATRIX
PROFESSIONAL OVERSIGHT: Is the rating fair and accurate based on the evidence and data shared by the principal?

DIFFERENTIATED PERFORMANCE CATEGORIES

Below Expectations

Meets Expectations

Above Expectations

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SOUTH DAKOTA FRAMEWORK FOR EFFECTIVE PRINCIPALS

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4	DOMAIN 5	DOMAIN 6
Vision & goals	Instructional leadership	School operations & resources	School, student & staff safety	School and community relationships	Ethical & cultural leadership

School observation and evidence of effective practice

Components from each of the 6 domains

At least 8 components chosen based on school or district priorities

Rubrics

Component Scores	Component Scores	Component Scores	Component Scores	Component Scores	Component Scores
Weighting	Weighting	Weighting	Weighting	Weighting	Weighting

Average Component-Level Score (after weighting)

PROFESSIONAL PRACTICES RATING
Four performance categories based on average weighted component level score

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Recommended Minimum

- South Dakota recommends using all six domains and all 22 components where possible.

- Minimum of 8 components, including at least one in each domain of professional practice.

- If using less than the 22 components, find a common set of components across all six domains.

Level of Performance	Description
Distinguished	Principal performance is exemplary. Principal is sought out by others as an expert and good example of a school leader. Principal makes contributions to education both in and outside the district. Principals do not "live" at this level of performance.
Proficient	Principal performance is average and above. Principal has mastered the work of their position and is continually improving in his or her work. Many experienced principals may fall into this category.
Basic	Principal performance is developing but may be sporadic and not completely successful. Performance at this level is characteristic of someone in the first four years of their appointment. Principal is in need of professional support to improve practice, and is expected to.
Unsatisfactory	Principal performance is not acceptable. Principal exhibits criticals gaps in knowledge base. The principal needs to take immediate action to improve performance. Performance at this level may necessitate a work plan.

Rubrics

- Rubrics are available for each of the Professional Practices and will be discussed tomorrow.

Evaluating Professional Practice

- Evaluated over the entire school year
- Formal and informal observations
- Pre/Post-observation conference
- Minimum of two formal observations during the first 4 years. One every other year after that.
- One formal observations should include a leadership team meeting.
- Informal observation – at least 15 minutes (no limit of these)

New Principal Observations - Recommended

- A minimum of two (2) formal observations of professional practice per year, including at least one staff meeting.

- A minimum of three (3) informal observations per year; One prior to the first formal observation, then the remainder delivered throughout the year.

Experienced Principal Observations - Recommended

- A minimum of one (1) formal observation of professional practice per year, including at least one staff meeting;

- A minimum of 3 informal observations per year.

Collecting Artifacts

- Principals may present a portfolio to the evaluator that supports progress on their goals as well as evidence of performance on the standards of effective principals.

- Examples may include:
  - agendas for staff meetings,
  - copies of a school improvement plan and data,
  - Professional growth plan, etc.
  - List of artifacts on page 25 of handbook.

The Professional Practice Rating

1 SCORE COMPONENT LEVEL PERFORMANCE
Use Rubrics

2 DETERMINE DOMAIN LEVEL PERFORMANCE
Distinguished = 4; Proficient = 3; Basic = 2; Unsatisfactory = 1

3 APPLY WEIGHTS AND DETERMINE OVERALL PROFESSIONAL PRACTICE RATING
0-1.49 points = Unsatisfactory; 1.5-2.49 points = Basic; 2.5-3.49 points = Proficient; 3.5-4.0 points = Distinguished

Weighting the Final Professional Practices Score

Domain	Weight
Domain 1. Vision, Mission and Goals	10
Domain 2. Instructional Leadership	30
Domain 3. School Operations and Resources	10
Domain 4. School, Student and Staff Safety	20
Domain 5. School and Community Relationships	20
Domain 6. Ethical and Culturally Proficient Leadership	10
TOTAL	100%

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Example

Calculating a Final Professional Practices Rating						
	Unsatisfactory	Basic	Proficient	Distinguished	Weight	Points
	(1 point)	(2 points)	(3 points)	(4 points)		
Domain 1: Vision and Goals				✔	10%	0.4
Domain 2: Instructional Leadership			✔		30%	0.9
Domain 3: School Operations and Resources		✔			10%	0.2
Domain 4: School, Student, and Staff Safety		✔			20%	0.4
Domain 5: School and Community Relationships			✔		20%	0.6
Domain 6: Ethical and Cultural Leadership			✔		10%	0.3
Total Points						2.8
0-1.49 points = Unsatisfactory; 1.5-2.49 points = Basic 2.5-3.49 points = Proficient; 3.5-4.0 points = Distinguished				FINAL RATING **PROFICIENT**		

Evaluating Student Growth

Student growth is a positive change in student achievement between two points in time, not a measure based on a single test given once a year.

- The requirements of the ESEA Flexibility Waiver stipulate student growth must be one "significant factor" in determining principal effectiveness.

- The statewide summative assessment must be used as a measure of student growth.

Evaluating Student Growth

Growth measures	Percentage
AMO's or SPI's High = A school met both their AMO and SPI targets and significantly exceeded at least one. Expected = A school met either one or both their AMO and SPI targets. Low = A school did not meet either their AMO or SPI targets.	25%
Student Learning Targets High = More than 91 percent of teachers attained expected student growth on SLTs. Expected = 80 to 90 percent of teachers attained expected student growth on SLTs. Low = Less than 80 percent of teachers attained expected student growth on SLTs.	75%

The Student Growth Rating
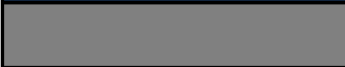
1 ASSIGN POINT VALUES FOR EACH GROWTH AREA (SLT; AMO or SPI; Other district measures)
High = 3; Expected = 2; Low = 1

2 MULTIPLY THE SCORE GIVEN BY THE PERCENTAGE OF WEIGHT ASSIGNED TO THE CATEGORY.
Add the points in the point column

3 ASSIGN THE OVERALL STUDENT GROWTH RATING
1-1.49 points = Low
1.5-2.49 points = Expected
2.5-3 points = High

Example

Calculating a Final Professional Practices Rating					
	Low	Expected	High	Weight	Points
	(1 points)	(2 points)	(3 points)		
SLT Growth Score			✔	75%	2.25
AMO and SPI growth Score		✔		25%	.5
Other District decided measures of growth if applicable				*decided at district level	
Total Points				Weights should total 100%	2.75
1 -1.49 points = Low; 1.5-2.49 points = Expected 2.5-3 points = High				FINAL RATING **PROFICIENT**	

Summative Rating Matrix

PROFESSIONAL PRACTICE RATING

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
HIGH	✪	✪		
EXPECTED				
LOW			✪	✪

STUDENT GROWTH RATING

SUMMATIVE EFFECTIVENESS RATING CATEGORIES	
	EXCEEDS EXPECTATIONS
	MEETS EXPECTATIONS
	BELOW EXPECTATIONS
✪	PROFESSIONAL JUDGMENT AND POLICY REVIEW

Principal Effectiveness Pilot Project

- A research-backed effort to assess the Principal Effectiveness Model

- Research led by USD

  – A thorough assessment of the model, what works and what doesn't.

Research

1	ASSESS: RECOMMENDED PROCEDURES AND TRAINING PROGRAMS Survey and focus groups answer; "Does this work, was the training/coaching helpful, what can be improved?"
2	IDENTIFY: EVALUATE BEST PRACTICES, WITH AN EMPHASIS ON STUDENT GROWTH Surveys and focus groups answer: "Are SLTs practical, how did we implement it, what can be improved?"
3	INFORM: CHANGES PRIOR TO STATEWIDE IMPLEMENTATION Results used to make changes and identify additional support needed prior to statewide implementation.

Pilot and Non Pilot Schools

- STIPENDS TO ATTEND TRAINING EVENTS
  - Two training events with 4 total training days, $125.00 per-day stipend.

- ONGOING COACHING, TRAINING AND SUPPORT
  - Two days for each principal pilot school.

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Questions??